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ABSTRACT

With the awarding of federal funds to the Deerfield, Illinois Elementary School District, a program was developed for training individuals to assist members of the pupil personnel team. Those selected for training had baccalaureate degrees, were eligible for provisional teacher certification, and took three basic guidance courses in conjunction with on-the-job training and practice. The material presented in this handbook focused on procedures used to prepare trainees for tasks previously identified as appropriate for support personnel. The paper emphasizes the need for systematically organizing the learning experiences of the trainees and delineates five "sub-systems" from which instructional units can be devised: (1) orientation and readiness; (2) standardized testing program; (3) referral and child study; (4) small group and classroom guidance; and (5) cooperative activities with counselors. All five sub-systems are explained in terms of their purpose, training procedures, behavioral objectives and performance expectations. The paper concludes that local training programs could help alleviate existing problems of personnel shortages. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (TL)

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the guidance assistant project . . .

. . . systematic training

CG 005 444

deerfield public schools
district number 109
deerfield, illinois

IMPLEMENTING SYSTEMATIC TRAINING

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Introduction:

Federal funds were awarded to Elementary School District #109, Deerfield, Illinois, to develop a program to train individuals to assist members of the pupil personnel team. Those selected for training had baccalaureate degrees, were eligible for provisional teacher certification, and took three basic graduate courses in guidance in conjunction with the school year program of on-the-job training and practice. The information presented in this publication represents a perspective resulting from this initial work.

The development of a systematic method of instruction has resulted in a useful framework for the preparation of support personnel. Since it is assumed that such personnel will only be employed to perform specific tasks which are determined to be technical, then there is no need for such a person to have an extensive generalized background of the field, a perspective built on theory, or a framework dependent upon use of complex techniques. Rather, the work of support personnel can be related specifically to whatever information is vital to the actual performance of a specified task.

The process used in the Deerfield Project has been that of: 1) analyzing the duties of the counselor, 2) determining the tasks suitable for support personnel which are not dependent upon graduate education or certification, 3) deciding upon what information is directly applicable and necessary for the performance of the task,4) presenting this information in a systematic way, 5) creating simulated experiences to assess readiness for performance, and 6) providing opportunities for the immediate use of learned skills.

The material presented in this handout will focus only on the "overview" units. These units spell out the procedures which are used to prepare trainees for the tasks identified as appropriate. Included are: 1) Purpose - establishing a brief rationale for the proposed training, 2) Training Procedures - indicating activities to be conducted during training, 3) Objectives - identifying terminal behavior to be evaluated, and 4) Expectations - specifications of minimal performance of each task (on-the-job training) in the school setting.

The material which follows has resulted from the development of an instructional procedure appropriate for the training of support personnel in the Deerfield Project, who have baccalaureate degrees and three graduate guidance courses.

These materials ought to have value for others who are interested in the process of dealing with an adaption or modification of the "systems approach" to instruction in education. Applicability can be extended to populations other than just support personnel. As a note of interest, the procedure used here is based on a newly implemented **counselor** education program at Michigan State University written by Dr. N. Stewart, Dr. B. Winborn, and Dr. W. Hinds.

Rationale:

There is a need to systematically organize the learning experiences of the trainees involved in the "Support Personnel Training Program." This process can best be accomplished by identifying specific tasks that would make up a job description for support personnel. Once a task is isolated and deemed appropriate, an instructional unit ought to be designed to insure that training will provide the necessary skills and knowledge to accomplish the task. The sequence of units ought to be scheduled so that practice can immediately follow instruction. The end result would be a syllabus of activities related to the specific tasks which graduates of the training program would be able to perform when accepting employment.

The "system" is the SPTP and components or "sub-systems" of the program can be divided into the following areas of emphasis, from which instructional units would be devised.

SYSTEM
Support Personnel Training Program

SUB-SYSTEMS				
Orientation and Readiness	Standardized Testing Program	Referral and Child Study	Small Group & Classroom Guidance	Cooperative Activities W/Counselor

Procedure:

In an effort to achieve a systematic approach to the SPTP there is a need to systemize the development of instructional units. A prescribed format is presented which ought to be helpful in writing these units.

A. Cover Page (the following information ought to be included to give necessary data and a quick overview of the unit).

1. **Identifying data:**
   a. Heading.
   b. Date, month, and year.
   c. Name of author or authors.
   d. Sub-system - identification and code number for sequencing.
2. **Title:** A brief, succinct phrase designed to convey the general meaning of the specific unit.
3. **Purpose:** A narrative description of the relevance of the unit to the program. An explanation of why this unit is necessary and orientation as to how the unit fits into th big picture. The concept or sequencing ought to be included in attempting to re-orient the reader to what has preceded and to build upon previously learned skills or knowledges.
4. **Directions:** A numbered sequence of activities which are to be completed or accomplished in progressing through the unit. Each **step** ought to be explained so that the reader is given cues as to what is expected. The kinds of materials or the media of instruction ought to be identified. Opportunities for immediate feedback or knowledge of results (KOR) are identified so that the reader is aware of his success in understanding important concepts (i.e., self-tests).
5. **Objectives:** (the heart of the matter) The guide for the preparation of acceptable behavorial objectives will be **Preparing Instructional Objectives,** Mager, Robert F., and you are encouraged to read this brief book. In a specific instructional unit there may be several objectives. However many are included, this will be directly related to the evaluation of the entire unit. If the objectives are accomplished, the unit is successful, useful, etc.
6. **Next Step:** A brief statement to indicate to the reader what the next sequenced step will be after completing the reading of the Cover Page.

B. Preparation:

1. A vital step in planning an instructional unit is the method of presentation of the material or knowledge needed to accomplish the stated objectives. A variety of presentations could be used, i.e., lectures, reading prepared informational references, video-tapes, film strips, reading sections of text books, reading an article in a journal, etc. More than one media could be used in a given unit. General criteria for the selection of a method of presentation ought to be: 1) easily programmed, 2) suitable to the fulfillment of the stated objective, and 3) sufficiently detailed so that others can have knowledge of what was done (transportability).
2. Another area deserving discussion would be the need for the trainees to have practice opportunities and to get knowledge of results as soon as possible after

instruction. Whenever possible simulated experiences or activities should be provided which can be evaluated either by the trainee or by the instructor. (It would be acceptable to have trainees turn in their self-tests so that the instructor would have some idea of the effectiveness of the unit or parts thereof.)

3. The applicability of practice opportunities or self-tests will vary between units depending upon whether skills or performance activities are called for or if knowledge is required as a means of evaluating the accomplishment of the stated objectives. This unit is not intended to be a thorough exposure to the process of developing instructional units. It can only serve as a general set of guidelines or a specific format for an organizational pattern. However, discussion ought to follow the reading of this material. It is hoped that this exposure will stimulate you to think about the utilization of this technique as you consider areas of instruction in the preparation of the participants in the SPTP.

Sub-systems:

I. ORIENTATION AND READINESS

Title:

Preparing and Involving Trainees in Orientation Activities.

Purpose:

The effectiveness of the training program is based on the ability to initially prepare trainees for their involvement in the project. Attention ought to be focused on procedures to insure that trainees have a feeling of belonging and a sense of purpose.

Training Procedures:

(1) Complete exercises on introductions by having trainees and staff "interview" each other and report findings to the entire group.

(2) Present the personnel "flow" chart of the district and take a tour of the schools and facilities.

(3) Invite school personnel to talk with trainees about essential jobs, services, or programs in the district.

(4) Using the project proposal and related published information, conduct informal question and answer sessions regarding different aspects of the project.

(5) Using video-tapes, present the procedure for the "team" approach to pupil services.

(6) Involve trainees in the regular pre-school workshop to gain general information regarding policies, procedures, etc.

Behavioral Objectives:

Given a week of orientation prior to the regular school program, the trainees will be able to:

(1) Recite the names of all other trainees and staff.

(2) Recall no less than three specific pieces of biographical information on all trainees and staff.

(3) Fill in the names of personnel in the "flow" chart for the district and identify each position and service.

(4) List no less than fifteen specific tasks which are identified as appropriate for support personnel.

(5) List no less than four specific activities performed by each member of the pupil personnel team.

Performance Expectations:

Since this unit is not intended to teach any specific task, there is no minimal level of practice specified. The knowledge gained from exposure to information in this unit is intended to make the trainees' transition to the "practice" opportunities in the schools easier. It is assumed that they are now "ready" to become oriented to the school and its specific program, and enough aware of the big picture to fit in their responsibilities to their supervisor, and the jobs to be done in each school.

II. STANDARDIZED TESTING PROGRAM

Title:

Preparing and involving trainees in the group standardized testing program.

Purpose:

Much of the work required to implement the school testing program are clerical and routine activities. Trainees ought to provide a valuable service in this area. Many activities and tasks can be completed without specific instruction or preparation, i.e., counting, distributing, etc. However, their primary contributions ought to be in make-up testing and proctoring.

Training Procedures:

(1) Explain the testing program by distributing tests at all levels and discuss their use by grades as well as areas of curriculum covered.

(2) Read the Manuals prepared by the test companies and emphasize critical concepts or procedures by using supplemental published information.

(3) Administer sections of the upper grade Achievement and Intelligence tests in a "simulated" situation.

(4) Have trainees score the results of this testing, prepare frequency distributions, derive mean scores, and transpose scores into percentiles and stanines.

(5) Distribute List Reports of Scores and explain abbreviations and meanings of scores used by the test publisher.

Behavioral Objectives:

(1) Trainees will be able to correctly identify and list in sequence the following information:

a. The name of the Achievement Battery administered at each grade level.

b. The name of the Intelligence Battery administered at the specific grade level.

c. The material needed for the classroom teacher at each grade level.

(2) Trainees will be able to recall in writing no less than twelve factors which could adversely affect the performance of an individual during standardized testing.

(3) Given a group of children at any grade level, trainees will be able to administer any assigned sub-test so as to achieve a score of fifteen on a check list indicating proper procedure for test administration, i.e., California Test Bureau.

(4) Given a computer print-out sheet of the listing of scores returned from a scoring service, trainees will be able to identify in writing the meaning of all abbreviations and give a summary verbal statement explaining all the symbols used in reporting.

Performance Expectations:

(1) Trainees will assist guidance personnel in preparation for the implementation of the standardized testing program by counting booklets, manuals, answer sheets, and necessary materials for classrooms.

(2) Trainees will assist counselors in each building by being responsible for the distribution and collection of **all** test materials with each trainee responsible for no less than three classrooms.

(3) Each trainee will accept proctoring assignments in one primary and one intermediate classroom, and trainees will have opportunities to assist teachers during the administration of both intelligence and achievement testing.

(4) Upon the completion of the regularly scheduled testing sessions, trainees will be responsible to gather the names of all students missing all or parts of the battery administration and will schedule administrations of make-up tests so that all students will have an opportunity to take all tests.

(5) Trainees will assist counselors in the processing, packaging, and shipping of all machine scored answer sheets to the scoring service.

(6) When machine scored results are returned to the District, trainees will distribute all results to classroom teachers. Trainees will schedule conferences with no less than two teachers and will explain the information in a structured procedure concerning the abbreviations and meanings of material on the List Report of Scores.

III. REFERRAL PROCESS

Title:

Preparing and Involving Trainees in Child Study.

Purpose:

Trainees can be utilized in the referral process of students in need of special services by assisting members of the pupil personnel team to prepare individual child case studies.

These activities are designed to facilitate the "team" approach in pupil services. "Case studies" are completed on students who are referred for special services. The trainee presents this material in a "staffing" or case conference and the professionals (i.e., psychologist, social worker, teacher, and counselor) discuss the findings and then determine what special activities will follow.

Training Procedures:

(1) Explain the use of the summary from specifically constructed for this activity. Discuss categories and reasons for synthesizing student data and putting it into chronological order.

(2) Use "simulated" cumulative folders and have trainees fill out summary forms. Compare the forms completed by the trainees with the "model" prepared by the staff. Evaluate and discuss performance in two simulted experiences.

(3) Explain the use of the observation report form and define terms and the rationale for student observation.

(4) With the video-tape of a student in the classroom and physical education class, have trainees use the form while observing the tape. Compare the forms done by trainees with the "model" form. Evaluate and discuss performance on two simulated situations.

(5) Explain the structured format and the rationale behind the questions specified to gain information through interviewing with student, teacher, and principal.

(6) Use the video-tape of a graduate guidance assistant "model" the use of structured interviews. Have trainees role-play the procedure and evaluate and discuss the results.

(7) Establish procedures for putting collected information into written report. Assign task to trainees and have them devise standardized procedure.

(8) Simulate a case conference or staffing and have trainees offer information that has been collected to practice their presentations and gain experience in responding to typical questions.

(9) Also in a simulated staffing, have trainees act as recorders so that they can keep notes on procedures and recommendations.

Behavioral Objectives:

(1) Given a form to consisely organize necessary information, trainees will be able to extract data from cumulative and health folders so as to list chronologically, synthesize and summarize that information to be used by pupil personnel team members in their evaluation of referral cases.

(2) Given a form developed to gather systematic observations of individual student behavior, trainees will be able to fill out the forms and by using the information gathered will be able to prepare anecdotal reports to be used in staff conferences in referral cases.

(4) Trainees will be able to use a structural interview format to gain specific and current information in interviews with a student, his teacher, and the principal to be used in preparation and discussion of referral cases.

(4) Trainees will be able to integrate the information found in cumulative folders, impressions resulting from observations, and data gained from interviews into a brief summary report to be used in staff conferences and to be inserted into the folder of the student referred to special services.

(5) Trainees will be able to record significant findings in staff conferences and list recommendations suggested by personnel involved.

Performance Expectations:

(1) Trainees will be expected to complete case studies on no less than three students referred for special services.

(2) In each case the trainee will present a compilation of the collected information in a case conference with other pupil personnel members to include:

a. Summary of cumulative folder information.
b. Report of observation of the student.
c. A report on information obtained through interviews with student, teacher, and principal.

(3) Trainees will condense material into written form and include findings in the individual student's cumulative folder in each assigned case.

(4) Trainees will act as recorders in staffings in no less than three cases and submit notes and recommendations to those involved.

IV. GROUP GUIDANCE

Title:

Preparing and Involving Trainees in Small Group and Classroom Guidance Activities.

Purpose:

The use of trainees in small group and classroom guidance activities will allow greater numbers of students to profit from an awareness of guidance materials and to have the experience of engaging in discussion about values, attitudes, and feelings regarding typical developmental concerns.

Training Procedures:

(1) Use video-tape to record each staff member's responses to standard questions asked by an interviewer about opinions and perspectives regarding the group process. Trainees will view these tapes and ask other questions of staff for clarification.

(2) View graduate guidance assistant in video-tape and real group guidance demonstration situations to be used as "model" for future performance.

(3) Have trainees become familiar with available structured group guidance materials as found in the bibliography for that purpose; i.e., Ojemann, Random House, filmstrips, etc.

(4) Have trainees develop one or more creative procedures for stimulating group discussion with 10 or more questions related to the stimulus material; i.e., an unfinished story, a poem, etc.

Behavioral Objectives:

(1) Given guidance oriented materials to be used in small group or classroom discussion situations, trainees will be able to organize four (4) thirty (30) minute planned discussions to include:

a. A title.
b. The purpose of the discussion.
c. Expectations for self (trainees).
d. Expectations for students (group members).
e. A method for evaluation of performance.

(2) Using a srtuctured format with a group of four (4) children from the same class and of the same sex (minimal standards), under the conditions listed in Objective #1, the trainee will be able to stimulate student discussion so that:

a. Each student has two or more opportunities to offer a verbal comment.
b. Two or more alternative solutions to each given "simulated" decision making situation are stated by group members.
c. Students will be able to identify by recall, at the end of the session, three or more suggested solutions.

(3) Using a structured format as indicated in Objective #1, trainees will be able to stimulate discussion in a classroom setting so that:

a. No less than eight students offer verbal comments in response to questions posed by the trainee.

b. At least three alternative solutions are considered in response to "simulated" decision making situations.

Performance Expectations:

(1) Trainees will select four members for a small group from one of the primary (1-3) grades and another group of four students for a small group from one of the intermediate (4-6) grades. They will meet with each group at least four times.

(2) Supervisors will evaluate at least one of these sessions with each group by judging performance in the following areas: preparation, control, ability to listen, responding, and integration of comments made by students.

(3) Trainees will prepare at least four (4) thirty (30) minute group guidance units to be used with one primary classroom and one intermediate classroom.

(4) Supervisors will evaluate at least one of these presentations with each grade according to the criteria indicated above.

V. COOPERATIVE ACTIVITIES WITH THE COUNSELOR

Title:

Involving Trainees in Unique Experiences in On-the-job Training to Assist the Counselor

Purpose:

There are many activities in which trainees can make valuable contributions to the work of the counselor, but for which large group instruction would not be a requirement. As services are implemented in a total guidance program, trainees ought to be helpful in doing many tasks assigned and directed by the counselor.

Examples:

(1) Communication Activities
- a. Preparation of "Newsletter" discussing guidance activities.
- b. Preparation of material to be presented at faculty meetings.
- c. Informal or formal discussion of duties and activities with faculty, students, principal or parents.
- d. Preparation of bulletin boards with a guidance theme directed toward student interests.

(2) Development of Material
- a. Review literature and prepare summary reports for counselor or faculty.
- b. Prepare and use new guidance material to be "field-tested" in selected situations.
- c. Gather and synthesize data to be used by either the teacher or counselor, i.e., sociograms, interest inventories, etc.
- d. Develop procedures to be used in informal evaluation of services or personal performance.

(3) Direct Services
- a. Release teachers to provide them with time to discuss referral cases with pupil personnel team.
- b. Short-term tutoring or special attention to students in isolated situations as directed by the counselor while awaiting proper placement.
- c. Conducting special physical education programs for students needing specific activities as determined by the teacher.
- d. Assisting new students in becoming oriented to the school.

Conclusions:

There have been a wide variety of activities presented which have been categorized as tasks for which support personnel can be trained. It must be re-emphasized that this is the program which has been developed in Deerfield, Illinois specifically for baccalaureate personnel who have been successful parents.

This information has been intended to stimulate educators to consider the possibility of initiating local training programs to cope with existing problems or personnel shortages. The program presented above is illustrative of one such attempt.